

CHAPTER I

INTRODUCTION

A. Background of the Study

In the global era, everything is demanded to make a change including curriculum. Curriculum always changes to keep its grade equal to that of the other country. Curriculum which is applied before the 2013 curriculum was *KTSP (Kurikulum Tingkat Satuan Pendidikan)*. The curriculum as a substitute for *KBK (Kurikulum Berbasis Kompetensi)*. Then, *KTSP* was replaced by the new curriculum and prepared in the implementation (Muzamiroh, 2013:6). The latest curriculum developed by the government is called the 2013 curriculum. The 2013 curriculum has a scientific approach in the learning process. This scientific approach is a learning process that supports creativity. In the implementation of the 2013 curriculum, teacher as one element in the success of the study should be able to understand the characteristics of the 2013 curriculum and the principles in the implementation of the 2013 curriculum. By understanding the characteristics and observing the principles of the 2013 curriculum, it can be modification technique or style of teaching (Saddhono, 2013:3).

Beside the curriculum, the presence of a textbook is necessary to support the teaching-learning process. Brown (1994) in Rohiyatun (2006:4) the most obvious and most common material support the

language instruction comes through textbook to support the success of teaching-learning process. Textbooks are best seen as a source in achieving aims and objectives that have already been set in terms of learner needs (Cunningworth, 1995:7). In other words, a textbook means a created material designed as materials for teaching-learning process in order to increase the learner's knowledge and experience. Textbook also can be defined as a book prepared for school's students in teaching-learning process.

According to Taringan (1992:66) textbooks are related closely to the curriculum. Good textbook should be relevant with the curriculum. It also can support the implementation of curriculum. Textbook is provided to help the students understand the material that is suitable with the curriculum. Textbooks have to be completed with other supplementary materials.

In Vocational High School it is hoped that English teaching can make the students competent in their mastery of the language. This makes the material of English is made as effectively as possible.

Language Teaching Material is one of the teaching language processes. A textbook as a teaching medium is used to present the material at schools. In English teaching, textbook is really needed. It gives supports to the teaching-learning process. "The presence of a textbook is necessary to support teaching-learning process" (Brown, 1994:143).

Nowadays, there are many English textbooks published to fulfill the need English textbook. Due to this condition it is the task of the English teacher to choose a textbook that is appropriate to his or her students. This is because there is no perfect book that can fulfill various kinds of students need. “No coursebook designed for a general market will be absolutely ideal for particular group of learners” (Cunningsworth, 1995:5).

Knowing the fact, the evaluation of English textbook is really needed to get the appropriate English textbook that is suitable with learner’s need. Evaluation is meant to gain information as a decision making-based. From the information that is gotten, the teacher can choose the most suitable book for his or her students. “Evaluation is concerned with relative merit. There is no absolute good or bad only degree of fitness for the required purpose” (Hutchinson and Waters, 1989:96).

There are so many English textbooks that are used in teaching-learning process. Based on this problem, the writer chooses “Bahasa Inggris” for the tenth year students of Vocational High School written by Otong Setiawan Dj. and published by Yrama Widya. The writer chooses this book because the book is designed to fulfill the students to develop their competency in four language skills. The language skill is speaking skill, listening skill, reading skill, writing skill. The book is organized according to pragmatic functions of language, topic of conversation, and grammatical notion. It was directly related to the needs of communication

and language functional requirements. This book is based on the teaching approach (communicative approach), the basic principles of teaching and learning process is to promote the use of language (language use) in a variety of situations and divers communication needs or communication object. Grammar is considered not stand alone, but rather is made in such a way to support the meaning of the communication and the communication objectives.

Based on the problem above the writer wants to compare the materials in the textbook with the criteria based on the 2013 curriculum. When the materials of the textbook do not fit with the 2013 curriculum, it can be said that the textbook is unnecessary to be used. Based on the reason, the writer decides to do a research and writes a research **THE EVALUATION OF ENGLISH TEXTBOOK ENTITLED “BAHASA INGGRIS” FOR THE TENTH YEAR OF VOCATIONAL HIGH SCHOOL PUBLISHED BY YRAMA WIDYA BASED ON THE 2013 CURRICULUM.**

B. Problem of the Study

The presences of textbooks in schools support most the success in teaching-learning process. Related to it, the writer formulates the following problems:

1. Which parts of the English textbooks follow the guideline of the 2013 curriculum ?

2. Which parts of the English textbooks do not follow the guideline of the 2013 curriculum ?

C. Objective of the Study

Based on the problem statements, the writer states the objectives of the study are as follows:

1. To describe the parts of the English textbooks that follow the guideline of the 2013 curriculum.
2. To describe the parts of the English textbooks that do not follow the guideline of the 2013 curriculum.

D. Limitation of the Study

In this research, the writer will evaluate the English textbook entitled “Bahasa Inggris” based on the 2013 curriculum.

E. Significance of the Study

The writer hopes that there will be two significance of the study, namely:

1. Theoretical Significance

The writer hopes the result of the study can be used as the reference for those who want to evaluate the other textbooks.

2. Practical Significance

- a. To the teachers

It will give some information about how to select textbook based on the 2013 curriculum and to choose suitable material for their students.

b. To the government

It will be useful control to use of English textbook at schools. Beside the government is expected to be able to cooperate with the expert of education, especially in English teaching language textbook by the 2013 curriculum.

c. To be publisher

It will be useful for the publisher in arranging English textbook that is suitable with the student's needs in the 2013 curriculum.

d. To the other Researchers

It will give information and give previous guideline on further research.

F. Research Paper Organization

The writer organizes the research paper into sequences to make the readers understand the content easily.

Chapter I is introduction. This chapter deals with the background of the study, problem statement, objective of the study, limitation of the study, significance of the study, and research paper organization.

Chapter II is review of related literature. This chapter deals with previous study, notion of English textbook, the curriculum, the 2013 English curriculum, and syllabus.

Chapter III consists of research method which covers type of the study, the object of the study, data source and data, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. It covers the research finding and discussion of the research finding.

Chapter V is conclusion and suggestion. The writer draws the conclusion and proposes of suggestion reason from the result of the research.